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ABSTRACT

The 23 learning units in career development were developed and tested by classroom teachers in the Milford, Delaware, School District using the triad design concept of school, teacher, and community. The units relate classroom experiences to situations existing in the world of work and result in the development of meaningful school activities. The career cluster concept is used to increase student awareness of the wide variety of career opportunities available. A suggested activity-centered open elementary classroom layout is included. Elementary career education should be introduced to teachers through inservice programs to explain the concept and expose teachers to some of the "hands-on" action learning techniques used in career education. A suggested materials list is appended. (Author/MS)

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CAREER DEVELOPMENT

LEARNING UNITS

ELEMENTARY SCHOOL

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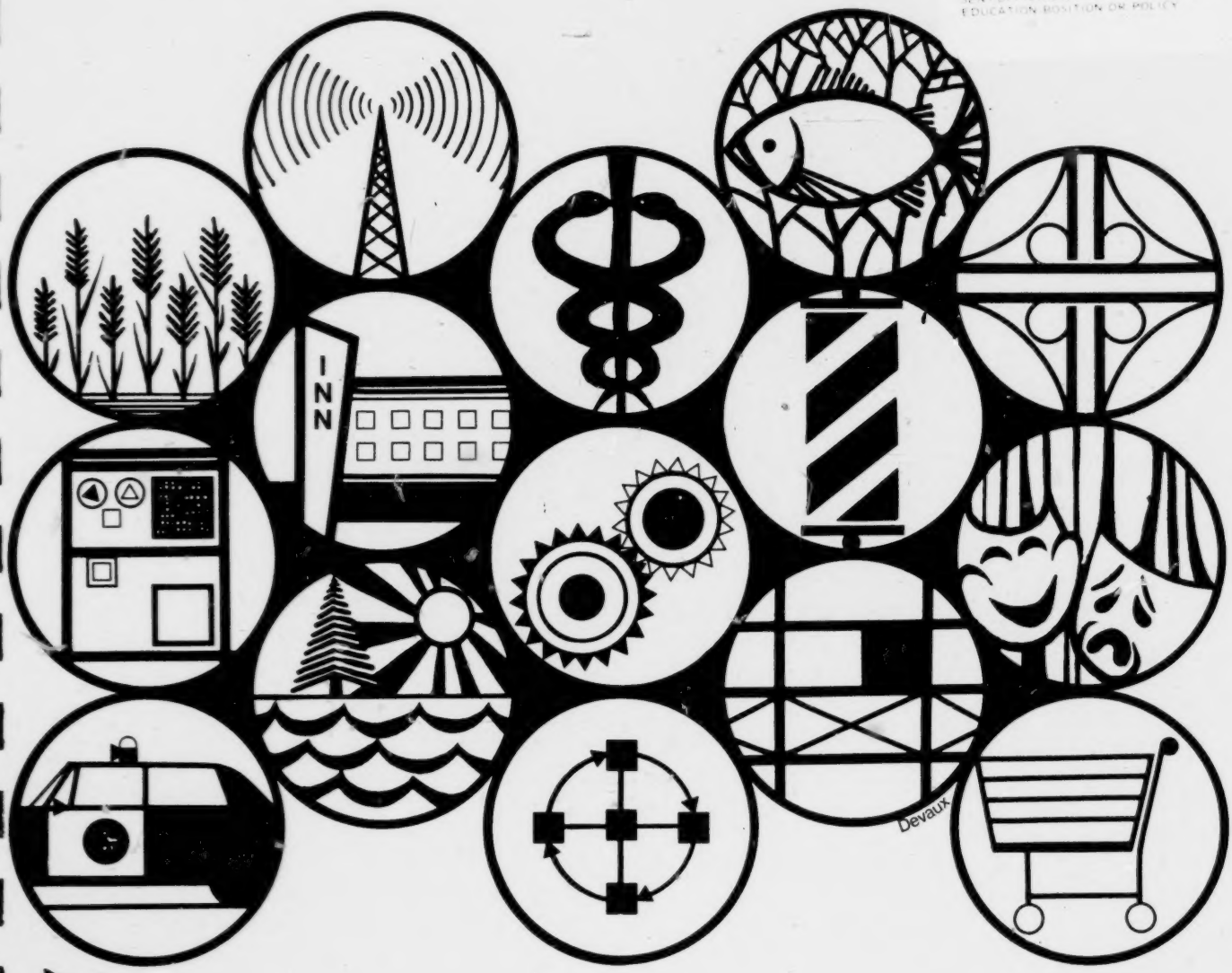

CE 000 707

DELAWARE'S OCCUPATIONAL-VOCATIONAL EDUCATION MODEL
906 LAKEVIEW AVENUE MILFORD, DELAWARE 19963

ED 085529

CAREER DEVELOPMENT LEARNING UNITS

Developed by

Teachers of

Milford School District
Milford, Delaware

and

DELAWARE'S OCCUPATIONAL-VOCATIONAL EDUCATION MODEL

An Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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September, 1972

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East Providence School Department
East Providence, Rhode Island

INTRODUCTION

Career Development Learning Units were produced using the triad concept of school, teacher, and community.

The triad concept is graphically described on the next page. This curriculum design concept uses occupational clusters as a data base for school activities.

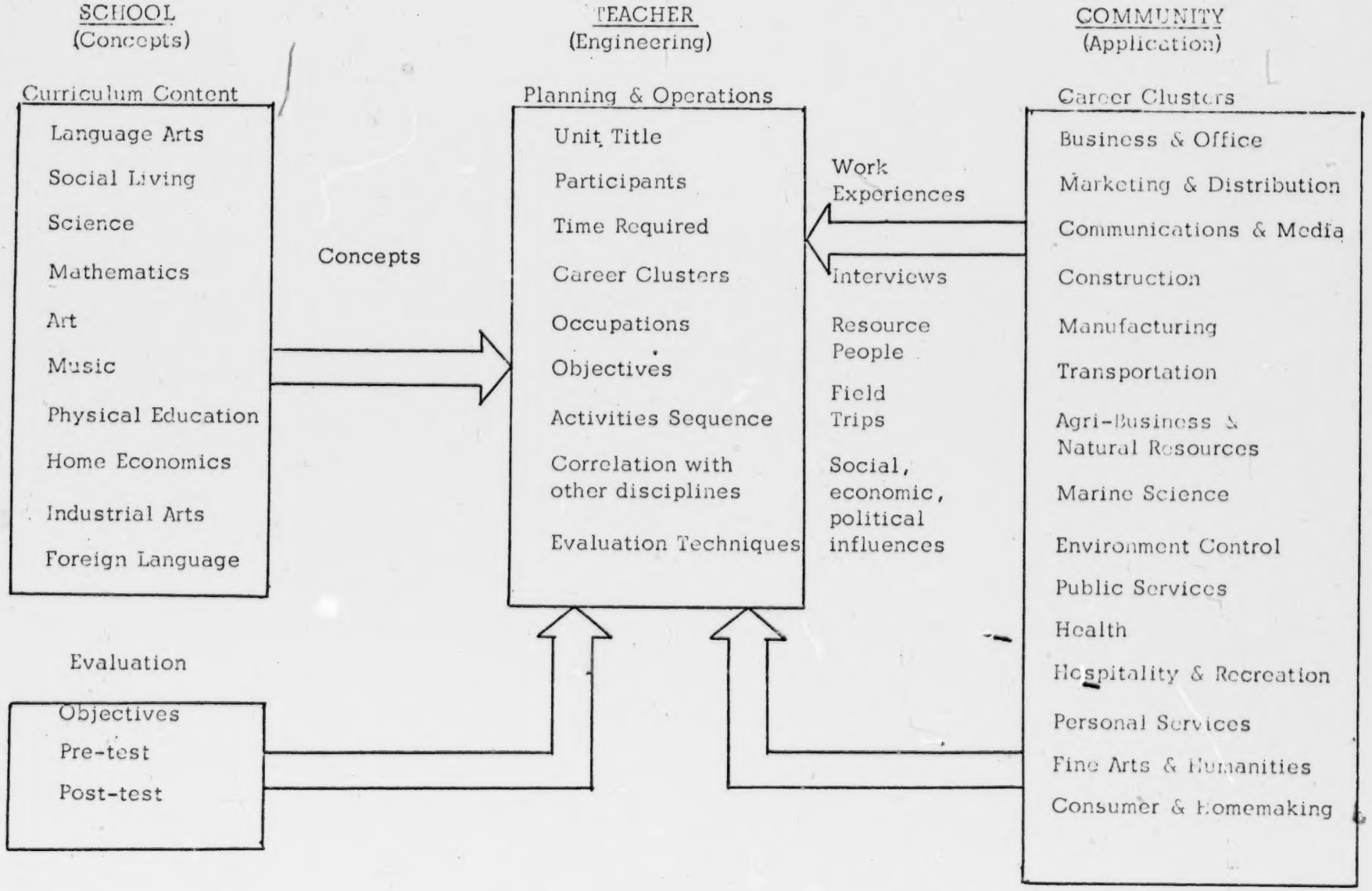
The units were developed and tested by classroom teachers in the Milford School District. They are intended to serve as guides and examples for teachers interested in developing career education units. The units relate classroom experiences to situations existing in the world of work and result in the development of meaningful school activities. The career cluster concept is used to increase student awareness of the wide variety of career opportunities available.

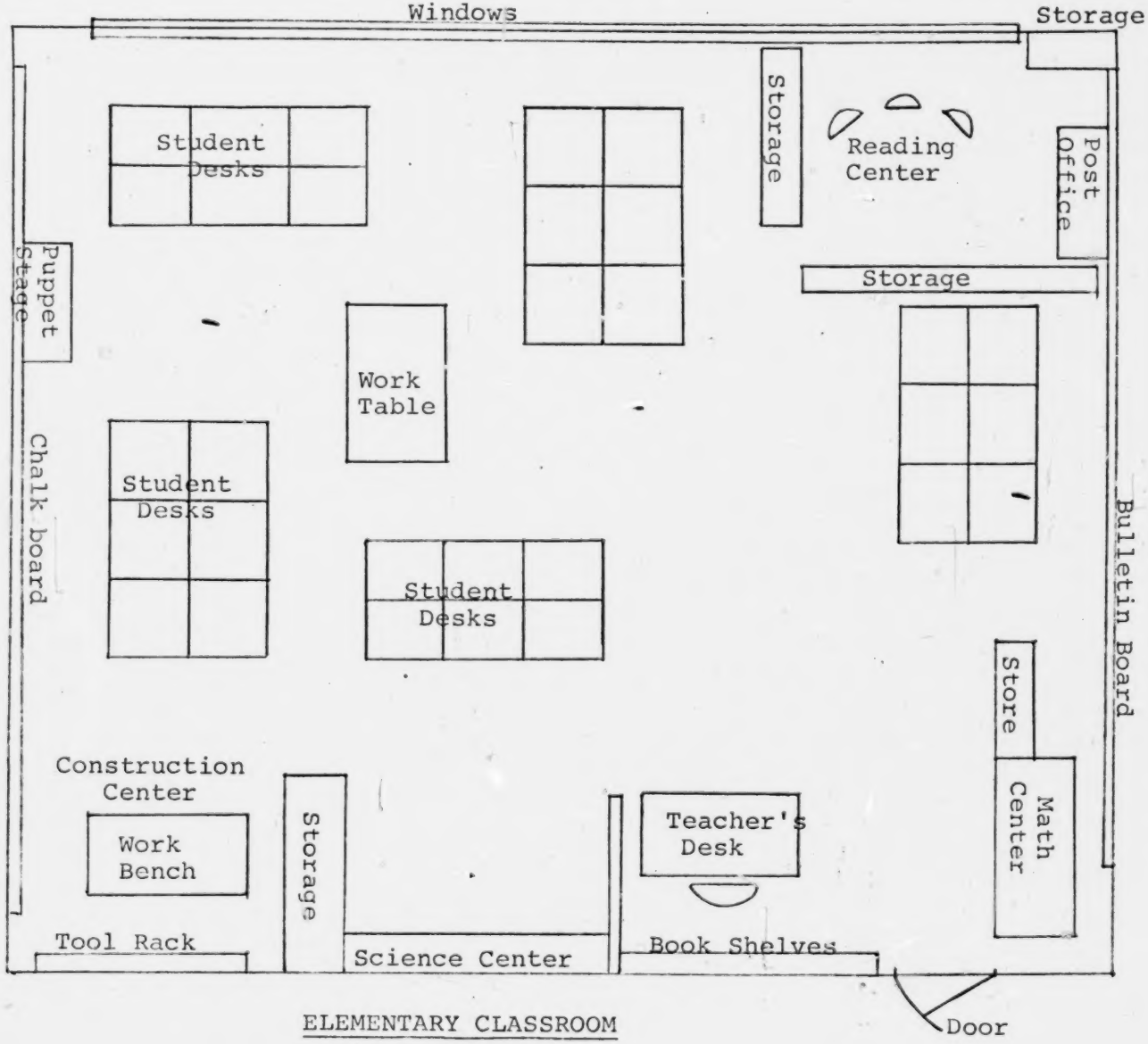
This curriculum design should work best in activity-centered open classrooms. A suggested elementary classroom layout is included to show one possible arrangement of learning centers.

Elementary career education should be introduced to teachers through inservice programs to explain the concept and expose teachers to some of the "hands-on" action learning techniques used in career education. A suggested materials list is attached as a appendix to these units.

CAREER DEVELOPMENT LEARNING UNIT

A TRIAD MODEL FOR DEVELOPMENT OF CAREER EDUCATION LEARNING UNIT





ELEMENTARY CLASSROOM

CAREER DEVELOPMENT LEARNING UNITS

ELEMENTARY LEVELS

LEVEL - KINDERGARTEN

1. School Workers
2. Health Workers

LEVEL ONE

1. Peter and The Wolf
2. Garden
3. Costumes
4. Mother's Day Project

LEVEL TWO

1. Hat Construction
2. What Is Time?
3. Land Transportation
4. Clothing - Doll Clothes
5. Land Pollution
6. Vocational Center Visit

LEVEL THREE

1. Growing Plants From Seeds
2. Home Building
3. Marine Life
4. Abacus

LEVEL FOUR

1. Wholesaling and Retailing
2. Getting A Job
3. Consumer Buying
4. Drug Use and Abuse
5. Living Things At The Seashore
6. Candlemaking
7. Classroom Store

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: School Workers

PARTICIPANTS: Kindergarten children, teacher, aide, school workers.

TIME REQUIRED: 15 hours during last 3 weeks of school year.

CAREER CLUSTERS: Public Services

OBJECTIVES:

Introduction for 5 year olds to people who work in the school and what their specific jobs are. Unit given to prepare students for full day of school starting in the fall.

1. The student will be able to tell the name of each of the workers discussed in the unit.

   Workers:

Teacher	Librarian
Principal	Custodian
Secretary	Cafeteria Workers
Nurse	Student
Bus Driver	

2. The student will be able to name one task of each of the workers discussed in the unit.

3. The student will participate in activities designed to foster a positive attitude toward school.

ACTIVITIES SEQUENCE:

1. Each worker will speak to the class in the classroom, speaking on their specific jobs.

2. The class will visit each of the workers and see the part of the school in which they work.

3. Each child will draw a picture of each worker.

4. Each child will relate a dictated story to the teacher about each of the workers. This will be put together with No. 3 to form a notebook.

5. The librarian will read a story to the children when they visit the library.

6. The children will eat lunch in the cafeteria. They will be prepared for this by a discussion and role playing of what is done by moving through a cafeteria line.

CORRELATION WITH OTHER DISCIPLINES:

Language Arts

Taking dictated stories about each of the workers.

Vocabulary building.

Develop skit using puppets and role playing.

Social Living

Necessity of cooperating with others.

Students will be assigned tasks or jobs with reward for satisfactory performance.

Mathematics

Collecting money for lunch.

Art

Drawing pictures of each of the school workers.

Combine pictures and stories to form notebook - decorate cover.

Make puppets of school workers.

EVALUATION TECHNIQUES

Individual student interviews will be used to determine attitude. Teacher will hold up picture of each worker and student will name the worker and his job task.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Health Workers

PARTICIPANTS: Kindergarten - 20 students

TIME REQUIRED: 2 hours

CAREER CLUSTERS: Health, Public Service

OBJECTIVES:

1. The student will be able to name two tasks performed by a doctor, dentist and nurse.

2. The student will recognize and name 3 out of 5 tools that are used in health care.

ACTIVITIES SEQUENCE:

The activities will be conducted about 20 minutes per day for one week.

1. Read one story each day for the children.

   Examples of books:

   Curious George Goes To The Hospital

   I Want To Be A Doctor

2. Stories are followed up with discussion and will be dramatized every other day.

3. One filmstrip for the week.

4. Read pictures of doctors and nurses in different roles for approximately 15 to 20 minutes.

5. Art activities every day for those who want to help make costumes.

6. Students will dictate stories following experience of listening to a story.

7. Teacher directed dramatics some days.

CORRELATION WITH OTHER DISCIPLINES

Language Arts

Listening to stories about health workers.

Relating experience with doctor.

Social Living

Health services as part of community.

Science

Learn function and name of thermometer, stethescope, needle, tongue depressor, bandage.

Mathematics

Frequency of taking medicine (1 pill every 4 hours).

Art

Draw picture of doctor and nurse at work.

Make doctor and nurse costumes.

EVALUATION TECHNIQUES

Teacher observation and student response to questions raised in unit objectives.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Peter and the Wolf

PARTICIPANTS: Laura C. White, level one teacher
P. Maurice Siler, School Psychologist

TIME REQUIRED: 30 hours

CAREER CLUSTERS: Construction, Communication & Media
Fine Arts & Humanities

OBJECTIVES:

1. The student will listen with evidence of genuine mental and emotional participation.
2. The student will identify by name each of the characters in the narration of Peter and the Wolf.
3. The student will describe several characteristics of each character in Peter and the Wolf.
4. The student will identify the music that indicates each character.
5. The student will dramatize the story with narration and music.
6. The student will draw and color a picture of the character that most impressed him and tell a story about the picture.
7. The student will dictate or write a story about Peter and the Wolf, and then read it aloud.
8. The student will recognize the sequence of events in the story.
9. The student will create a dialogue for his selected character.
10. The student will make a stick puppet of his character.
11. Selected students will construct a puppet stage, make curtains, decorate backdrop, and mount light.
12. Selected students will develop plans to present puppet show to another class.

13. Students will present the puppet show to a live audience.

14. The student will be able to name and assume at least three occupational roles during the course of the activity. (actor, carpenter, announcer, writer, technician)

ACTIVITY SEQUE..CE:

1. Play recording of "Peter and the Wolf".

2. Identify and describe characters.

3. Dramatize story.

4. Draw picture.

5. Tell story.

6. Dictate or write story.

7. Read story.

8. New word recognition.

9. Create character dialogue.

10. Make stick puppets.

    a. Trace the puppet on plywood using carbon paper and a pattern.
    b. Cut the puppet from the plywood by means of a small jig saw.
    c. Mount the puppets on sticks.
    d. Sand the puppets and sticks with sandpaper.
    e. Paint the puppets and sticks.

11. Construct puppet stage.

    a. Make measurements from drawings such as those shown herewith using a carpenter's square, a yardstick, and a metal measuring tape.
    b. Cut the openings as measured.
    c. Place hinges as per measurements using a hand-drill and a screwdriver.
    d. Use the piece cut from the center opening for the stage floor. Attach to the front of the stage with hinges.
    e. Sand all edges and other rough surfaces. File the points of the screws if they are protruding through the wood.

f. Paint all surfaces (both sides) using a water based paint.

12. Make curtains.

    a. Measure the opening of the stage front to get the size of the curtains needed.
    b. Measure the material to be used for the curtains.
    c. Cut the material for the curtains.
    d. Thread a needle. Tie a knot in the thread.
    e. Do a simple basting stitch on a sample of the material.
    f. Use an electric sewing machine for the final stitching.
    g. Iron the curtains.

13. Mount traverse rod.

14. Decorate backdrop.

15. Mount light.

16. Practice play.

17. Make plans.

    a. Make posters advertising the time, place, date and price of admission.
    b. Make brochures to be sent to the parents, etc., advertising the show.
    c. Make programs.
    d. Pop and bag popcorn to be sold at the show.
    e. Make tickets and supervise their sale for the show.

18. Present puppet show.

CORRELATION WITH OTHER ACTIVITIES:

Language Arts

Develop listening skills, tell story, dictate story, new words, sentence structure.

Mathematics

Measuring, adding, subtracting and estimating.

Music

Identify instrument sounds.

Art

Design and decoration of stage, puppets, and posters.

EVALUATION TECHNIQUES:

Teacher will observe children individually and in small groups to determine the success of the objectives.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Garden

PARTICIPANTS: Teacher and 34 students - age 6 years

TIME REQUIRED: 36 hours

CAREER CLUSTERS: Agri-Business and Natural Resources

OBJECTIVES:

1. The student will be able to name three kinds of gardens. (flower, vegetable, mixed)
2. The student will be able to name the elements a plant needs to grow. (sunlight, water, food)
3. The student will be able to prepare a plot for planting, plant a garden and care for it.
4. The student will be able to name three jobs associated with gardening. (farmer, county agricultural agent, farm products salesman)
5. The student will be able to name three garden enemies. (disease, drought, neglect)

ACTIVITIES SEQUENCE:

1. Find out about kinds of gardens - flower, vegetable, mixed
2. Cut out pictures of vegetables from magazines.
3. Make posters of things to grow in a garden .
4. Observe plowing of garden.
5. Make a trip to a seed store - Southern States Cooperative.
6. Rake, manure fertilize soil, and prepare for plantong.
7. Measure size of garden. Plan for width of rows.
8. Read directions for planting seeds.
9. Plant seeds. Cover. Tamp.
10. Keep a daily chart record of what is done in garden.
11. Hoe, weed, water garden.

12. Make a scarecrow.

13. Start new plants from seeds, roots, cutting.

14. Do experiments to prove that plants need light, water, food.

15. List simple parts of a plant - root, stem, leave, flower.

16. Keep a list of expenses for garden.

17. Plan a lunch using vegetables from the garden.

CORRELATION WITH OTHER DISCIPLINES:

Language Arts

Creative Stories. Stimuli for dictated stories. Reading and writing daily record.

Social Living

Economic factor of having a family garden. Many jobs required to support food chain from farm to market.

Science

How plants grow. How new plants start. Parts of plant. What plants need to grow.

Mathematics

Measuring inches - depth of seeds. Measuring feet - between rows.
Measuring feet and yards - length and feet of garden.
Money - cost of seeds and fertilizer.

Art

Layout of garden. Pictures of progress. Make a scarecrow

Music

Songs about planting. Songs about gardens. Songs about scarecrow.

EVALUATION TECHNIQUES:

Student will dictate stories about each activity. Teacher will observe student in garden. Harvest garden products and examine.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Costumes

PARTICIPANTS: Teacher and 30 students - age 6 years

TIME REQUIRED: 6 hours

CAREER CLUSTERS: Manufacturing, Fine Arts & Humanities
Consumer & Homemaking

OBJECTIVES:

1. The student will be able to design a costume, make a paper pattern, place the pattern on material, cut out the material and sew the costume.
2. The student will be able to name at least 3 jobs related to clothing construction. (designer, cutter, machine operator)
3. The student will be able to name at least 3 jobs needed in the production of a play. (director, actor, stage hand)

ACTIVITIES SEQUENCE:

1. Draw picture of costume.
2. Draw picture on paper for a pattern.
3. Cut out pattern.
4. Place pattern on fabric. Cut fabric.
5. Put pieces of fabric together. Sew pieces together. Use small hand machine or needle and thread.
6. Try on costumes.
7. Make puppets for play - stuff socks. Prepare puppet stage.
8. Put on play.
9. Children make costumes for puppets while teacher makes costumes for the children.
10. Puppet show and class play.

CORRELATION WITH OTHER DISCIPLINES

Language Arts:

The children have to read the directions regarding requirements of unit. Needs and materials, eg. paper, pencil, ruler, fabric, scissors, needle, thread, etc.

Social Living:

The children will discuss, plan and execute the costumes together.

Science:

Properties of textiles.

Mathematics:

Fabric has to be measured to determine how much is needed per costume.

Art:

Draw picture of the costumes.

Music:

In the play the children sing and act.

EVALUATION TECHNIQUES:

Teacher will observe the students when making the costumes and during the play. Students will be asked to name jobs associated with clothing manufacturing and play production.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Mother's Day Project

PARTICIPANTS: Teacher and 34 students - age 6 years

TIME REQUIRED: 10 hours

CAREER CLUSTERS: Consumer & Homemaker

OBJECTIVES:

1. The student will be able to name at least ten jobs a mother performs.

2. The student will demonstrate his appreciation of his mother by compiling a Mother's Day booklet containing a poem, story, letter, and picture depicting his feelings toward mother.

3. The student will name at least three jobs he can do to help mother.

4. The student will obtain a plant to present to mother on Mother's Day.

ACTIVITIES SEQUENCE:

1. First day - Discuss their mothers, what she looks like, what she does at home and away from home, and draw a picture of her to share with their friends.

2. Second day - Discuss and begin to list all the jobs mother does.
   Examples: Mother is a cook
   Mother is a laundress
   Mother is a taxi driver

3. This will continue with stories and illustrations made into a booklet for gifts for Mother's Day.
   Title: My Mother Is, by_____.

CORRELATION WITH OTHER DISCIPLINES

Language Arts:

The children have to read the directions regarding requirements of unit. Needs and materials, eg. paper, pencil, ruler, fabric, scissors, needle, thread, etc.

Social Living:

The children will discuss, plan and execute the costumes together.

Science:

Properties of textiles.

Mathematics:

Fabric has to be measured to determine how much is needed per costume.

Art:

Draw picture of the costumes.

Music:

In the play the children sing and act.

EVALUATION TECHNIQUES:

Teacher will observe the students when making the costumes and during the play. Students will be asked to name jobs associated with clothing manufacturing and play production.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Hat Construction

PARTICIPANTS: Teacher and 35 students
Level 2 - Average age - 7 years

TIME REQUIRED: 5 hours

CAREER CLUSTERS: Manufacturing

OBJECTIVES:

1. The student will be able to name at least 3 tasks a milliner does.
2. The student will create a hat from available materials.
3. The student will be able to state that a milliner is one of many jobs in the textile and clothing industry.
4. The student will be able to identify at least three job groups associated with a particular hat.

Business	Dress hat
Marketing	Food service paper hat
Communication	Headset
Construction	Hard hat
Manufacturing	Hard hat
Transportation	R.R. hat
Agri-business	Farmer's straw hat
Marine Science	Diver's hat
Environmental	Park ranger's hat
Public Services	Policeman's hat
Health	Nurse's hat
Hospitality	Football helmet
Personal Services	Hair dryer hat
	Black veil
Fine Arts	Artist's beret
Homemaking	Curlers & scarf

ACTIVITIES SEQUENCE:

1. Read stories about hats.
2. Have a hat maker visit the class and create a design.
3. Discuss personalities, moods, work in relation to hats.
4. Look at hats in catalogs and magazines.
5. Make individual hats and have hat parade. (use household or other objects)

CORRELATION WITH OTHER DISCIPLINES:

Language Arts

List sequence of tasks

Riddles about hats

Read stories about people and hats

Social Living

Construction skills - cooperation with others in group

Science

Materials used in hats

Mathematics

Measuring materials

Estimating cost of materials

Art

Design and color. Detail. Bulletin board of hats.

EVALUATION TECHNIQUES:

1. Observe finished products.
2. Student will match hat and appropriate job.
3. Student will state that a milliner is a hatmaker.
4. Student will name three tasks a milliner performs. (designs, cuts, assembles)

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: What Is Time?

PARTICIPANTS: Level 2 - 35 students

TIME REQUIRED: 15 hours

CAREER CLUSTERS: Manufacturing, Communications

OBJECTIVES:

1. The student will be able to state that everything happens in a space of time, (past, present, future).
2. The student will be aware that time never stops or goes faster.
3. The student will be able to name three early ways of measuring time. (sun dial, fire rope, moon phases)
4. The student will be able to tell time using a clock by the hour, half hour and quarter hour.
5. The student will identify time by arranging following list in order: seconds, minutes, hours, days, weeks, months, seasons, years.
6. The student will be able to tell at least 3 jobs that are closely associated with time. (timekeeper, clock maker, train conductor, racing driver, taxi driver)

ACTIVITIES SEQUENCE:

1. Discussion - What is time?
2. Read books about time.
3. Write stories on time.
4. Give reports on early ways of telling time.
5. Filmstrips on time.
6. Draw pictures showing early ways of telling time.
7. Show movies on telling time.
8. Construct a time measuring instrument. (shadow stick, water clock, hour glass, calendar)

CORRELATION WITH OTHER DISCIPLINES:

Language Arts:

Creative writing. Research work on time. Dictated stories. Selected reading.

Social Living:

History of ways of measuring time.

Science:

Shadows by sun - seasons.

Mathematics:

Telling time by hour, half hour and quarter hour. Calendar

Art:

Construction - early ways of telling time. (Shadow stick, water clock, candle clock, knotted rope, hour glass). Drawing pictures.

EVALUATION TECHNIQUES:

Teacher observation.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Land Transportation

PARTICIPANTS: Level 2 students
(average age - 7 years)

TIME REQUIRED: 10 hours

CAREER CLUSTERS: Transportation

OBJECTIVES:

1. The student will be able to name three types of land transportation.

2. The student will be able to name five items he uses and their corresponding method of transportation from manufacturer to consumer.

3. The student will be able to name six jobs related to transportation. (truck driver, bus driver, pilot, engineer, deck hand, mechanic, taxi driver, stewardess)

4. Given a series of pictures of various modes of transportation, the student will be able to point out those dealing with land transportation.

ACTIVITIES SEQUENCE:

1. Discussion of meaning of "transportation".

2. Read stories about kinds of land transportation.

3. Show filmstrips on bus, train, etc.

4. Students bring in toys and models of vehicles.

5. Students make toy models.

6. Have driver with truck come to school for children to observe.

CORRELATION WITH OTHER DISCIPLINES:

Language Arts

Use of dictionary for meanings

Adding new words to vocabulary

Writing thank you letter to truck driver for his visit.

Correlation continued

Social Living

Discussion of kinds of things carried and how work is made easier.

Art

Drawing pictures showing kinds of transportation.

Building models and painting them.

Music

Songs dealing with transportation; body movements to show different kinds of transportation.

EVALUATION TECHNIQUES

Evaluate drawings and models.

Determine student response to questions listed as objectives of unit.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Clothing - Doll Clothes

PARTICIPANTS: Teacher - Level 2 - 30 students
(average age - 7 yrs.)

TIME REQUIRED: 5 hours

CAREER CLUSTERS: Manufacturing
Consumer & Homemaking

OBJECTIVES

1. The student will be able to name at least three materials used in clothing construction.
2. The student will be able to lay out a doll clothes pattern, cut it out, and assemble the piece of clothing.
3. The student will be able to name at least three jobs associated with clothing manufacture.

ACTIVITIES SEQUENCE

1. Discussion on different kinds of materials.
2. Samples of materials are brought in and felt and put on display.
3. Patterns of doll clothes will be displayed.
4. Sewing machine and its use is demonstrated.
5. A mother will come in to show and tell how she makes doll clothes.
6. Dictation of a story about what they have done.
7. Scraps of materials can be used for pictures.

CORRELATION WITH OTHER DISCIPLINES

Language Arts

Define terms such as: seams, patterns, fold lines, guide sheet.

Dictate stories.

CORRELATION WITH OTHER DISCIPLINES continued

Social Living

Cooperation in working with other people and in using machines.

Science

Types of textiles

Mathematics

Measurement of material and size of patterns.

Cost of materials.

Art

Use scraps of materials and buttons for pictures.

EVALUATION TECHNIQUES

Teacher observes students during manufacturing activity. Students will give verbal or written response to questions listed in unit objectives.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Land Pollution

PARTICIPANTS: Level 2 - 30 students
(average age - 7 years)

TIME REQUIRED: 15 hours

CAREER CLUSTERS: Environmental Control
Public Services

OBJECTIVES:

1. The student will be able to distinguish litter from non-litter - (decayable and non-decayable material) by separating items into each catagory.

2. The student will be able to list three effects litter has on the land. (ugliness, spread disease, increase taxes to clean up)

3. The student will write a short paragraph on the following topic:
"How can we impress upon people in our community that litter is harmful to our community and its appearance."

ACTIVITIES SEQUENCE:

1. Go on walking tour in our community - take pictures of evidence of littering.

2. Make a litter monster.

3. Have assortment of litter - discuss how each hurts the land.

4. Sanitation Department - what their job includes in helping keep community litter-free.

5. Mayor - what does he do in enforcing laws concerning people that litter.

6. Litter containers for parents - cars - check town for litter containers - are they available?

7. Write letters to newspaper about litter problem.

CORRELATION WITH OTHER DISCIPLINES:

Language Arts

Creative writing - stories, oral reports, slogans, poems on litter - example; Pretend you are some type of litter - what effect would you have upon the land?

Social Living

Make children more aware of litter problem on land in community.

Job awareness of sanitation department - mayor.
Job opportunities in ecology, conservation, and environmental control.

Science

Observing effects of pollution in our community - health aspect
growing litter gardens

Mathematics

Measuring and designing the litter monster.

Measuring and designing litter containers.

Mathematics involved in many occupations.

Art

Posters designed to point out undesirable effects of littering on our land.
Study examples of anti-litter posters.

Music

Children could create original verses to music - musical slogans to make people more aware of the existing problem of litter.
Study folk music, such as "Johnny Appleseed".

EVALUATION TECHNIQUES:

Class should be able to list five undesirable effects of litter on land.

List three ways we can prevent so much littering and wasting of materials.

Example: Avoid use of paper cups and aluminum drink cans.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Vocational Center Visit

PARTICIPANTS: Teacher and 35 level 2 students - age 7 years

TIME REQUIRED: 10 hours

CAREER CLUSTERS: Business and Office, Communications and Media, Construction, Transportation, Agri-Business and Natural Resources, Environmental Control, Health, Personal Services, Consumer and Homemaking.

OBJECTIVES:

1. The student will visit a vocational school and observe the variety of activities.
2. The student will have the opportunity to talk with at least one student or teacher at the vocational school about an activity that interests the student.
3. The student will write a short story describing the activity at the vocational school that most interested him.
4. The student will draw a picture depicting a selected course at the vocational school.
5. The student will construct a small diorama depicting a selected course at a vocational school.
6. The student will be able to recall at least five courses offered at a vocational school.
7. The student will write a story describing an occupation related to one of the courses at a vocational school.

ACTIVITIES SEQUENCE:

1. Teacher will set the stage for field trip by explaining the purpose of the vocational school.

2. Students will be told to observe carefully during the visit and that upon their return they will write stories, draw pictures, and build a diorama.

3. Students will tour the vocational school in small groups with student guides.

4. Upon return, students will write stories about what they saw and what area of the vocational school they liked best.

5. Students will draw pictures.

6. Students will construct dioramas of vocational activity using cardboard and shoe box.

7. Students will write stories describing an occupation associated with vocational school.

8. Teacher will review list of courses offered at the vocational school and check students' recall.

CORRELATION WITH OTHER DISCIPLINES:

Language Arts

Writing and reading stories, new vocabulary words (terms, tools, titles).

Art

Draw pictures, construct diorama

EVALUATION TECHNIQUES:

1. Teacher will evaluate each students' story, picture and diorama. Teacher will lead discussion and observe students' recall of areas at the vocational school.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Growing Plants From Seeds

PARTICIPANTS: Teacher and Level 3 students
(32 students - average age - 8 years)

TIME REQUIRED: 5 to 6 weeks (1 to 2 hours daily)

CAREER CLUSTERS: Agri-Business and Natural Resources
Environmental Control

OBJECTIVES

1. The student will be able to grow a plant from seed.
2. The student will list the things that a seed needs to grow.
3. The student will list the components of soil.
4. The student will be able to care for a plant they have grown and keep it alive.
5. The student will be able to name three jobs associated with growing plants. (farmer, county agent, fertilizer salesman, others)

ACTIVITIES SEQUENCE

1. The student will make a vocabulary chart of words of things found.
2. Let students get samples from several different kinds of topsoil.
3. Students will prepare reports on soil and practice notetaking in the process.
4. Read to the students from several different selections on soil. As each selection is read, students jot notes down on the most important and interesting things they hear.
5. Students prepare chart reports.
6. A State Forester or Nurseryman can speak to the children about soil composition and growing seeds.
7. Students (several or whole class) might visit a nursery or greenhouse to find out information about seeds, plants, soil. (Ask the tour person to point out various careers associated with this business.)

ACTIVITIES SEQUENCE continued

8. Make a list of seeds to grow and where they can be found.

9. Make a list of things seeds need to grow.

   Exp.: Place 3 lima beans in 3 separate containers. Keep one dry, one immersed in water, one moist. Observe results.

10. Plant "Hurry-Ups"
    Indoor-Outdoor Gardening Page 12

11. Refer back to reports on soil. Students collect ingredients and mix their own soil.

12. Students plant Hurry-Ups in containers they have collected.

13. Several students may collect pictures of plants and flowers to show what can be grown from seeds. Name the plants.

14. Students may make seed collages.

15. Students will grow pineapples, carrots, potatoes, sweet potatoes.

16. Using seeds-plants they have grown, the students may create miniature gardens. "How to Create a Miniature Garden", How To Grow House Plants, p. 37, A Sunset Book, June, 1971, Lane Magazine and Book Company. "Interesting Projects for Children", p. 59.

17. Students may make a greenhouse in the classroom. (Have a greenhouse operator come speak to the children). Refer to Instructor Magazine, June, 1969.

18. Students may construct terrariums.
    (Do research about the career of person who first started terrariums.)

CORRELATION WITH OTHER DISCIPLINES

Language Arts

Writing about activities.
Vocabulary Charts - Spelling

Science

Experiments

Mathematics

Graphing growth of plants and seeds.

Art Drawing pictures and designing gardens.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Home Building

PARTICIPANTS: Level 3 - 32 students
(Average age - 8 years)

TIME REQUIRED: 4 weeks - 40 hours

CAREER CLUSTERS: Construction

OBJECTIVES:

1. The student will be able to list three types of homes. (single family, duplex, apartment, ranch, split-level, mobile)

2. The student will be able to list five occupations involved in home-building. (architect, contractor, carpenter, plumber, electrician, roofer, painter, tile setter, mason)

3. The student will be able to name the steps involved in building a house. (foundation, exterior, interior)

4. The student will be able to identify materials involved in home-building. (wood, metal, plastic, glass, rubber, concrete)

ACTIVITIES SEQUENCE:

1. Take a walk through the neighborhood observing types of houses and buildings.

2. Have each student draw a picture of his house.

3. Visit a house being built and have the contractor or carpenter tell about it.

4. Make a scrapbook showing types of homes.

5. Visit the lumberyard.

6. Visit the brickyard.

7. Dramatize the building of a house.

   a. going to woods

   b. chopping trees

   c. hauling down the river

   d. floating down the stream

   e. taking to sawmill

   f. building the house

8. Construct a model house

CORRELATION WITH OTHER DISCIPLINES

Language Arts

Write a describing paragraph about your house

Social Living

Dramatize a scene showing a typical family at home

Science

Electrical wiring

Plumbing

Mathematics

Measuring to build the model house

Art

Drawing a picture of their house

Music

Songs dealing with homes and home-building occupations

EVALUATION TECHNIQUES:

A test measuring the objectives

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Marine Life

PARTICIPANTS: Level 3 - 25 students
(Average age - 8 years)

TIME REQUIRED: 6 hours

CAREER CLUSTERS: Marine Science

OBJECTIVES:

1. The students will be able to name 5 different types of animals found in the ocean. (Lobster, fish, shrimp, clams, oysters, starfish, seahorse)
2. The students will be able to name 3 ways the marine animals are useful to man. (food, jewelry, decoration, pets)
3. The students will be able to name 2 types of occupations related to the ocean. (marine biologist, fisherman, crabber, clammer)

ACTIVITIES SEQUENCE:

1. Film
2. Film loops - (1) Scallops (2) Salmon Run
3. Trip to Marine Biology Lab
4. Mural on sea life
5. Field trip to beach for gathering sea life
6. Filmstrip - " What's Under the Ocean"
7. Discussions
8. Collage of marine life

CORRELATION WITH OTHER DISCIPLINES

Science

Field trips, films, filmstrips, film loops

Art

Mural
Collage of marine life

EVALUATION TECHNIQUES

Refer to objectives

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Abacus

PARTICIPANTS: Teacher and Level 3 students (average age - 8 years)

TIME REQUIRED: 5 hours

CAREER CLUSTERS: Construction, Manufacturing

OBJECTIVES

1. The student will construct an abacus. This will involve measuring and drilling 4 holes into a board, placing dowels, sanding and finishing.
2. The student will make a drawing of the abacus.
3. The student will demonstrate the meaning of ones, tens, hundreds, thousands on abacus.
4. The student will list three jobs that require counting skills. (cashier, accountant, carpenter)

ACTIVITIES SEQUENCE

1. Have picture of abacus available. Open-ended question - How would you go about constructing this?
   Have materials available. What would you use? Try it.
2. What could you use it for?
3. Mention jobs involved as students work.
4. Picture graph of jobs involved from beginning to end product.
5. Discover relationships in renaming in addition and subtraction.

CORRELATION WITH OTHER DISCIPLINES

Mathematics

Involved with discovering relationship, place value, renaming, and measuring.

EVALUATION TECHNIQUES

The student will demonstrate ability to measure - Can the student place 4 dowels on piece of wood in somewhat of a pattern? Has he discovered 9 units only on one dowel rod? Can he verbally demonstrate to another how abacus works?

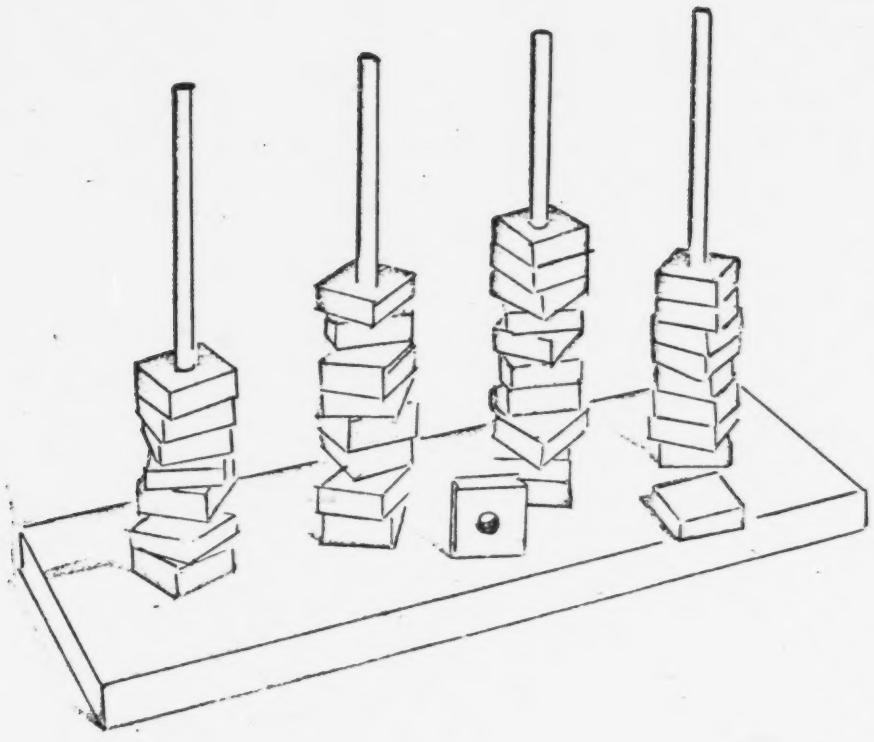


Fig. 16-2. Abacus, open end type.

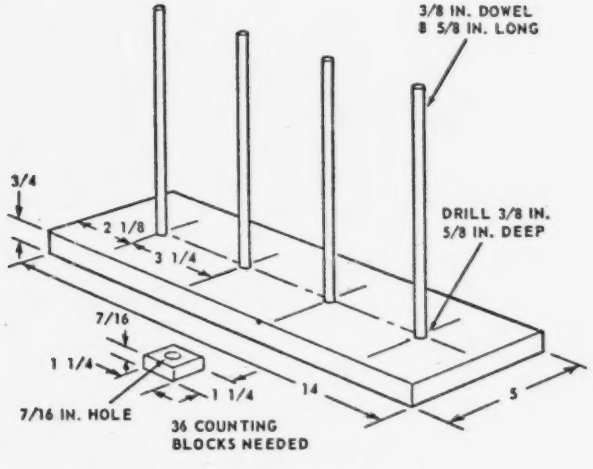


Fig. 16-3. Open end abacus, construction drawing.

MATERIALS NEEDED:

QUAN.	THICKNESS	WIDTH	LENGTH	KIND	PART
1	3/4 in.	5 in.	14 in.	pine	base
4	3/8 in. dia.		8 5/8 in.	dowel	rods
36	7/16 in.	1 1/4 in.	1 1/4 in.	pine	counting blocks

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Wholesaling & Retailing

PARTICIPANTS: Mrs. Sammons - Level 4 - 34 students
(Average age - 9 yrs.)

TIME REQUIRED: 5 hours

CAREER CLUSTERS: Marketing & Distribution

OBJECTIVES:

1. The student will be able to distinguish between the roles of the wholesaler and the retailer.
2. When given a product the student will be able to name at least four (4) different careers associated with the distribution of that product.
3. The student will be able to name three (3) ways of transporting goods from wholesaler to retailer.
4. The student will be able to identify basic words such as raw product, wholesaler, retailer, manufacturer and explain their meaning.
5. The student will be able to identify at least three (3) different types of retail stores.
6. The student will be able to identify words basic to retailing such as retail, profit, loss and explain their meaning.
7. The student will be able to name at least four (4) different careers associated with retailing.
8. The student will be able to explain, in a short paragraph, the vital role advertising plays in the retail business.
9. The student will be able to chart the flow of a raw product from producer to consumer.

ACTIVITIES SEQUENCE:

1. Research reports on raw products. The student will be assigned to groups of 5. Each group will research information on 6 raw materials that are manufactured into products delivered to retail stores and then to consumers.

Activities Sequence (continued)

2. Show transparencies: (a.) Store Organization

   (b.) Desireable Traits

3. Classroom discussion will follow each transparency.

4. Teacher lecture covering information not available on transparencies.

5. Resource speakers:

   Mr. Butler - Personnel Manager, L. D. Caulk Co.

   Mr. Patterson - Manager, Leggetts

6. Field trips to:

   Woolco (Blue Hen Mall)

   Safeway (Milford Shopping Center)

7. Each group will make a poster about their raw material. The poster will show what products are made from the raw material and the flow of the product as it moves from producer to consumer.

8. Some of the students will build a store for use in the classroom.

9. The students will view filmstrips.

CORRELATIONS WITH OTHER DISCIPLINES

Language Arts:

Vocabulary words, paragraph writing

Social Living:

Store organization, division of labor

Science:

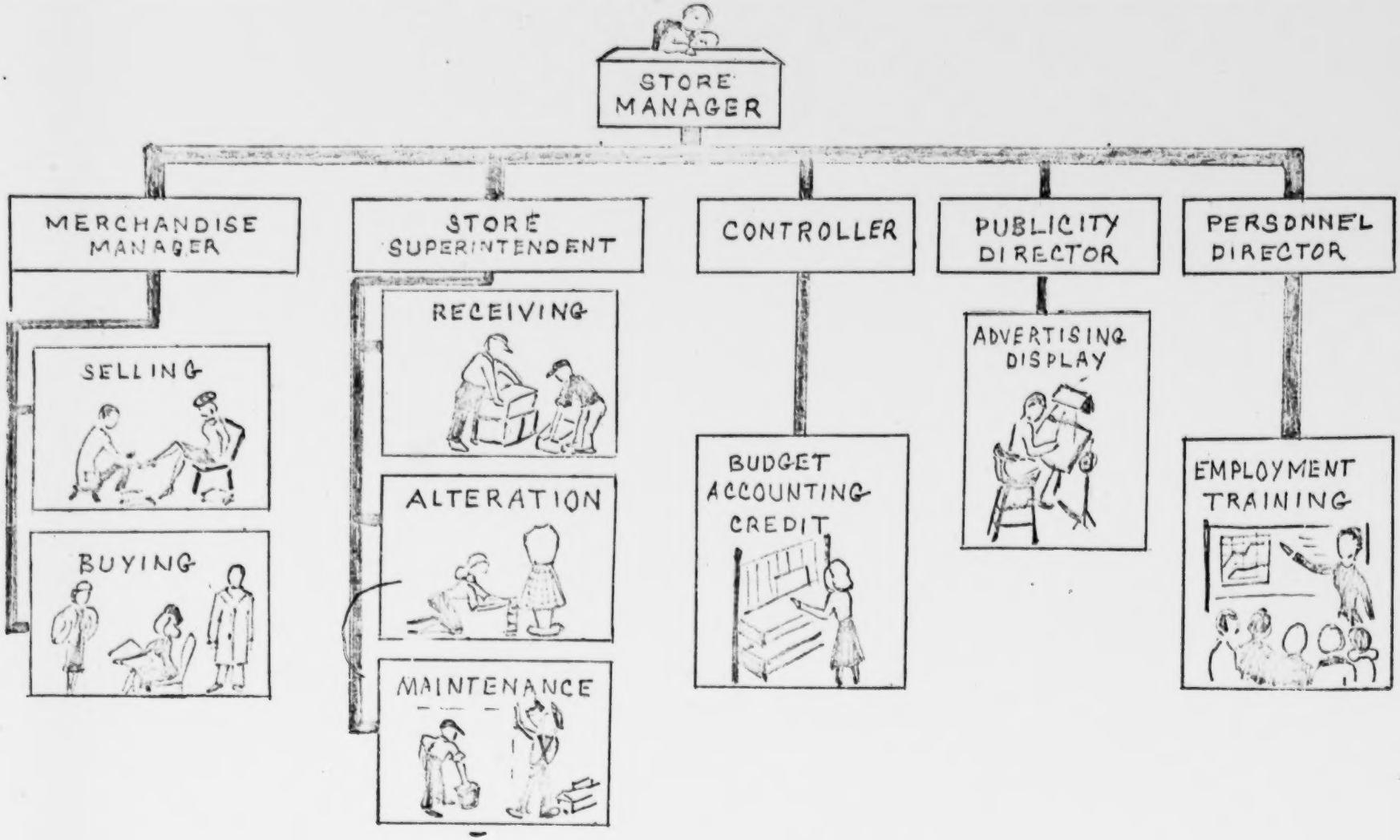
Changing raw materials into products

Mathematics:

Cost estimates and amounts of raw materials and products.

EVALUATION TECHNIQUES:

Test


STORE MANAGER
MERCHANDISE MANAGER
SELLING
BUYING
STORE SUPERINTENDENT
RECEIVING
ALTERATION
MAINTENANCE
CONTROLLER
BUDGET ACCOUNTING CREDIT
PUBLICITY DIRECTOR
ADVERTISING DISPLAY
PERSONNEL DIRECTOR
EMPLOYMENT TRAINING

DESIRABLE TRAITS OF RETAIL EMPLOYEES

ENTHUSIASM

HONESTY

DEPENDABILITY

INITIATIVE

SENSE OF HUMOR

LOYALTY

INDUSTRIOUSNESS

TACT

COURTESY

FRIENDLINESS

CHEERFULNESS

SENSE OF FAIR PLAY

COOPERATIVENESS

CAREER DEVELOPMENT LEARNING UNIT

WHOLESALE & RETAIL
CONSUMER BUYING

TEST

I. Match the following:

a. Wholesaler	a. One who sells to consumer.
b. Consumer	b. One who buys goods in a large quantity from manufacturers and sells in small quantities to retail stores.
c. Distribution	c. One who eventually uses the goods.
d. Retailer	d. One who takes raw materials and makes the things consumers can use.
e. Manufacturer	e. The activity that brings goods that have been produced to those who use them.

II. A. Name three (3) retail stores and list as many items sold in each as you can.

B. Explain the work of a wholesaler.

C. When making a monthly budget, you should always consider what items? (Name 5)

D. Solve this problem:

Jane Adams went shopping Friday. She took $20.00 with her. At the drugstore she purchased a bottle of aspirin for 59¢ and a bottle of cough syrup for 89¢. Then she went to the department store where she purchased 3 pairs of nylon stockings at 99¢ and a pair of gloves for $4.98. She stopped at the supermarket where she spent $4.67. How much money did she have when she returned home?

E. Name 4 jobs a person might be hired for at a grocery store.

III. In the space below draw a picture of three (3) different ways of transporting goods from wholesaler to retailer.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: GETTING A JOB

PARTICIPANTS: Mrs. Sammons - Level 4 - 34 students
(Average age - 9 years)

TIME REQUIRED: 3 hours

CAREER CLUSTERS: Public Services
Communications & Media

OBJECTIVES:

1. The student will be able to name three (3) sources of information leading to employment.
2. The student will be able to list at least five (5) important items an interviewer looks for when considering an applicant for a job.
3. The student will be able to fill out at least 1/2 of the application form for a position.
4. The student will be able to conduct an interview with another student and will be able to be interviewed successfully by another student.

ACTIVITIES SEQUENCE:

1. Show transparencies.
   a. Purpose of an interview
   b. Importance of appearance
   c. Application for employment - Part I
      Personal data and education
   d. Application for employment - Part II
      Previous employment
   e. Application for employment - Part III
      Military Service
      References
2. Classroom discussion about interviews will follow each day's transparency.
3. The students will collect ads from the help wanted column of the newspaper and make collages.
4. The students will take a field trip to the newspaper office. (Milford Chronicle)

Activities Sequence (continued)

5. Ditto copies of an application form will be filled out by each student.

6. As a culminating activity the students will interview each other and a panel of students will evaluate the interviews.

CORRELATION WITH OTHER DISCIPLINES

Language Arts

Complete application forms

Participate in interview

Social Living

Social Security System

Hiring practices

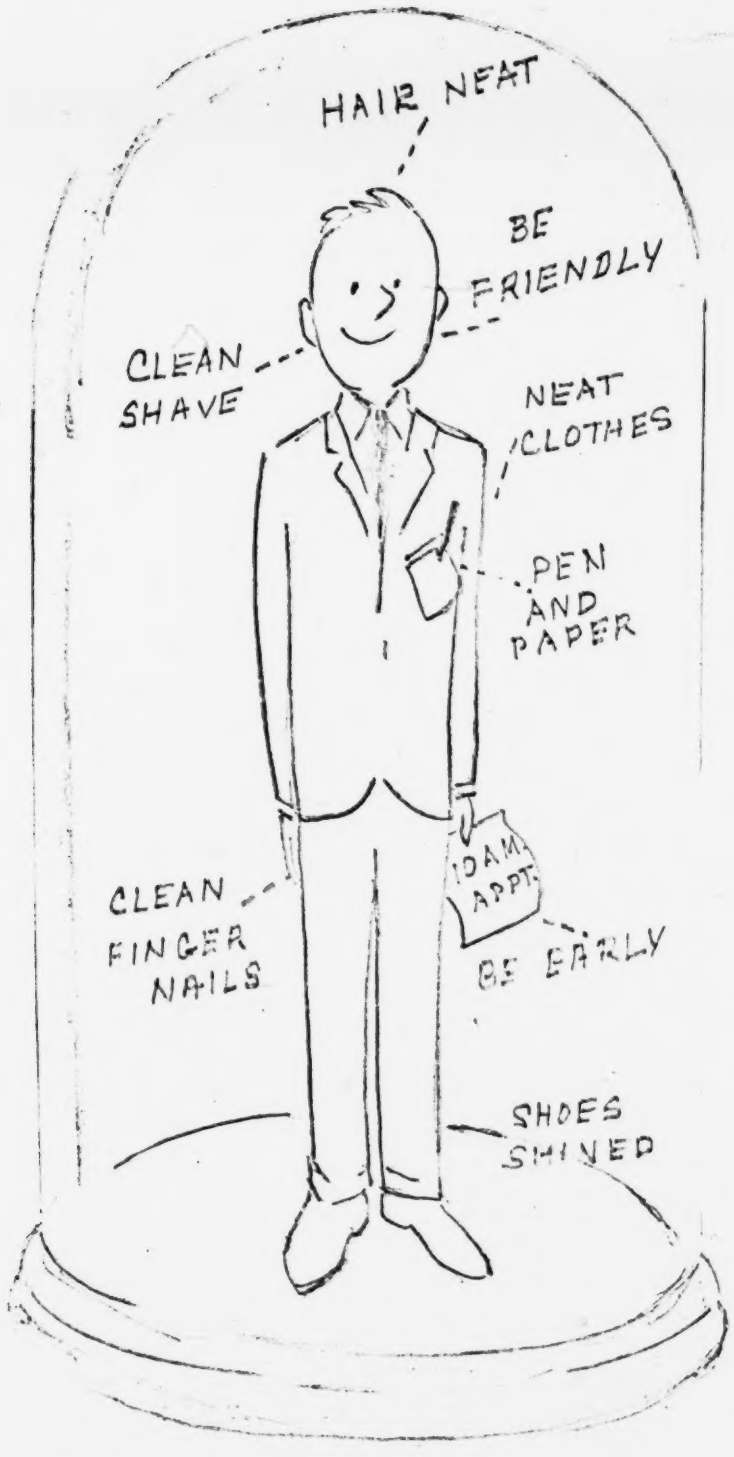
EVALUATION TECHNIQUES

Pre-test

Post-test

THE PURPOSE OF ANY INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT:

1. YOUR PERSONALITY
   - A. HOW YOU LOOK
   - B. HOW YOU FEEL
   - C. WHAT YOU SAY
   - D. WHAT YOU DO
2. YOUR EDUCATION AND TRAINING
3. YOUR WORK EXPERIENCE
4. REFERENCES YOU CAN GIVE



"your own good taste is your best guide."

APPLICATION FOR EMPLOYMENT

INSTRUCTIONS: Print all information — answer all questions fully.

PERSONAL DATA

Name _____
Last First Middle

Address _____
Number Street City State

Phone Number _____ Age _____ Date of Birth _____
Month Day Year

Height _____ Weight _____ Social Security Number _____ _____ _____

Physical Handicaps _____ Marital Status _____

Father's Occupation _____ Position Desired _____

EDUCATION

	Elementary	Jr. High	High School	College	Vocational
Name of School					
City and State					
From Date: To					
Did You Graduate?					
Highest Grade Completed					
Courses Taken					
Degree					

WHAT OTHER SPECIAL TRAINING HAVE YOU HAD: (such as shop courses in school, correspondence courses, etc.)

_____

_____

_____

PREVIOUS EMPLOYMENT
(Start with most recent employer)

Firm Name_____ Dates: From_____

To_____

Address_____

Type of Business_____ Your Position_____ Rate of Pay_____

Reason for Leaving_____

Firm Name_____ Dates: From_____

To_____

Address_____

Type of Business_____ Your Position_____ Rate of Pay_____

Reason for Leaving_____

MILITARY SERVICE

BRANCH OF SERVICE: ☐ ARMY ☐ NAVY ☐ AIR FORCE
☐ COAST GUARD ☐ MARINE CORPS
☐ NOT IN SERVICE

Are you in the Reserves?_____ Rank_____

Type of Training_____ Type of Discharge_____

Present Classification_____

What duties did you perform while in service?_____

_____

REFERENCES

Name _____ Telephone_____

Address_____ Occupation_____

City and State _____ Position_____

Name _____ Telephone_____

Address_____ Occupation_____

City and State _____ Position_____

Name _____ Telephone_____

Address_____ Occupation_____

City and State _____ Position_____

THE INFORMATION FURNISHED IS COMPLETE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

_____
Date

_____
Signature of Applicant

CAREER DEVELOPMENT LEARNING UNIT

GETTING A JOB

Pre-Test

1. If you were looking for a job, name 3 places you might go for information about one.

2. When interviewing someone for a job, you must keep certain things in mind. Name 5 of these.

3. What is an application form?

4. Listed below are several pieces of information. Circle those that are asked on a job application form.

   a. The name of the elementary school you attended

   b. Your name

   c. Your social security number

   d. Your marital status

   e. If you have a drivers license

   f. Your weight

   g. The names of your brothers and sisters

   h. Your signature

   i. Your telephone number

   j. Your address

   k. References

   l. Your military service information

   m. Your special training

   n. The name of your principal

   o. Your religion

   p. Your politics

   q. Number of dependents

CAREER DEVELOPMENT LEARNING UNIT

GETTING A JOB

Post-Test

I. Select the correct word to go in the blank.

A. An interview is given _____ applying for a job.

1. before

2. after

B. The most likely place to find information about a job in a distant city where you know no one is _____.

1. a friend

2. a man on the street

3. the newspaper

C. Application forms should be filled out in _____.

1. pen

2. pencil

3. crayon

D. On an application form all information should be printed except _____.

1. your name

2. the date

3. your signature

II. Below are two columns with the headings do and don't. Under the correct heading list the things you should keep in mind when appearing for a job interview.

Do	Don't

III. In a short paragraph explain both the purpose of filling out an application form and of being interviewed.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Consumer Buying

PARTICIPANTS: Mrs. Sammons - Level 4 - 34 students (average age - 9 years)

TIME REQUIRED: 5 hours

CAREER CLUSTERS: Consumer & Homemaking, Communications & Media, Marketing & Distribution

OBJECTIVES:

1. The student will be able to write a short paragraph explaining the importance of advertising to a consumer.
2. The student will be able to add the prices on a shopping list.
3. The student will be able to name and classify at least ten (10) items found in each of these retail stores: drug, grocery, and department.
4. The student will be able to list at least five (5) rules of shopping etiquette.
5. The student will be able to prepare a monthly budget-given an imaginary family and income. (It is realized that this concept may be difficult to grasp. Therefore, an acceptable response will be one in which five (5) major items such as food, clothing, rent, etc. are listed, and the amount of money spent will be equal or less than the specified income.)

ACTIVITIES SEQUENCE:

1. Show transparencies:
   a. A Smart Homemaker Buys.....
   b. Supermarket Etiquette
      How To Be A Living Doll In 10 Easy Steps
   c. Supermarket Etiquette
      How To Be Absolutely Hateful in 10 Easy Steps
   D. The Gordon Family Monthly Budget Plan
2. Classroom discussion will follow each transparency viewing summarizing the main points.
3. Collages will be made of pictures collected by the students. The pictures will be of items sold at each of the three retail stores discussed.
4. Students will make bulletin board displays with advertisements from magazines and newspapers.

Activities Sequence (continued)

5. The student will take a field trip to the Milford Chronicle.

   a. The students will observe the different careers associated with newspaper work.

   b. The students will observe the lay-out of the advertising page.

CORRELATION WITH OTHER DISCIPLINES:

Language Arts:

Paragraph writing

Advertising Layout

Social Living:

Attitudes toward advertising

Science:

Printing processes

Mathematics:

Addition

Art:

Collages

EVALUATION TECHNIQUES:

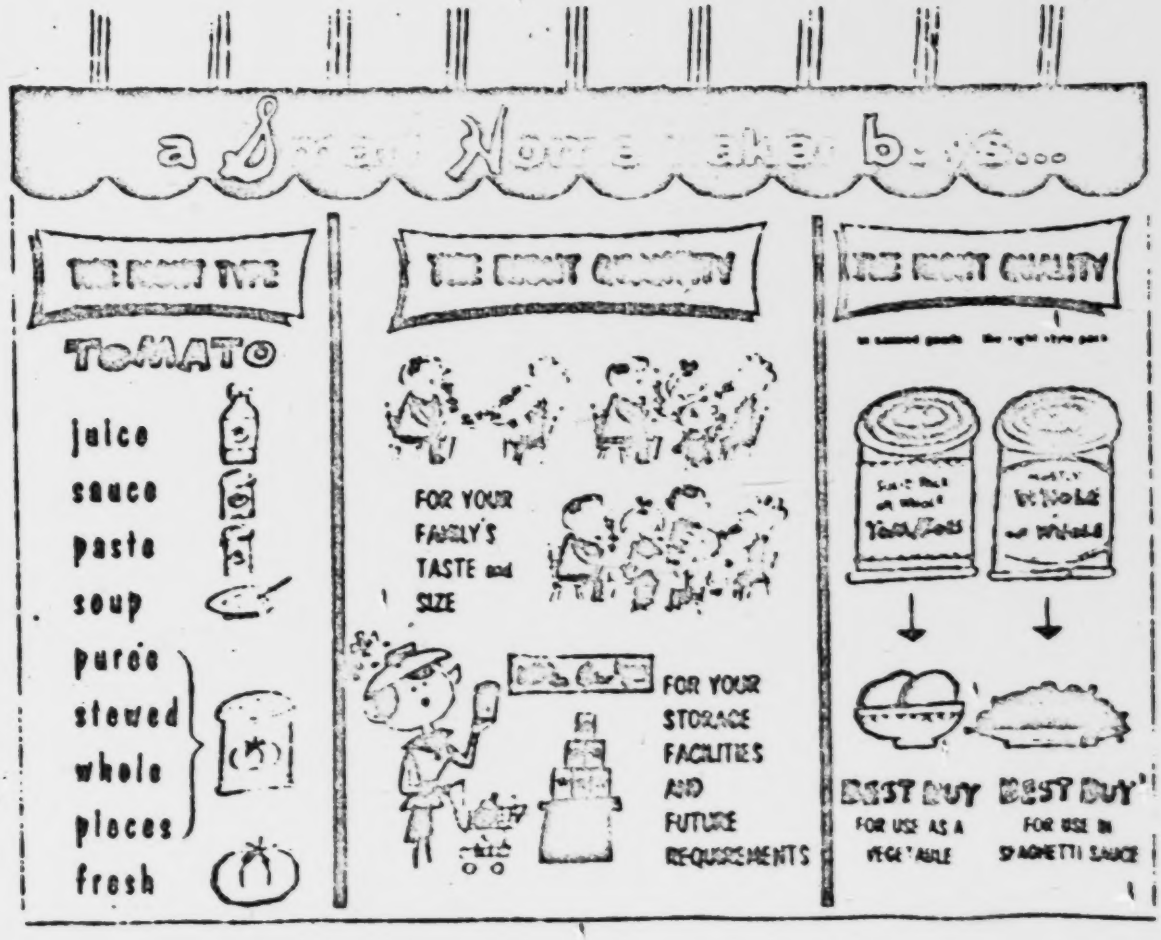
Test attached

A Word to the Wise Homemaker

To be a good buyer one should apply certain standards by which all purchasing may be judged. One should buy the right type of merchandise, in the right quantity and of the right quality. All these, of course, should fill your needs, suit your taste and fit your budget.

This is as true of carpets as of tomatoes. For example, in buying a carpet, do you want wool, cotton, or perhaps one of the synthetic fibers? By checking the properties and performance of each, and the use for which it is intended, a wise decision can be made. Quantity here refers to whether you buy an area rug or wall-to-wall carpeting. Each has advantages, but only you can say which will suit your needs and taste. What quality you look for is again determined by needs. Is the carpet for a room where hard wear is expected, or for an area where wearing qualities may not be as important? What will be the cost of upkeep? Fortunately, there are excellent products in all price ranges.

The wise buyer keeps a cool head and refrains from buying things without thought. However, she does keep her eyes open for certain items she has been planning for, and buys them whenever she finds them and has provided for them in the family budget. She maintains a true sense of values. She refuses to be drawn into competition with her friends and neighbors in an attempt to gain status. She knows that price alone is not a true guide to the quality she seeks, and that many less expensive items may serve her needs as well as more costly merchandise.



SUPERMARKET ETIQUETTE

HOW TO BE A LIVING DOLL IN 10 EASY STEPS

1. Be careful. Push carts with care. If you accidentally bump your cart into someone, stop and apologize sincerely.

2. Be gentle. Avoid unnecessary handling of fresh fruits and vegetables.

3. Be neat. If you knock something off a shelf, pick it up and put it back. If you accidentally break something, call a clerk so he can clean it up.

4. Be orderly. If you change your mind about buying something, return the item to its proper shelf.

5. Be organized. Complete all your shopping before entering the check-out line. Asking someone else to push your cart forward while you pick up forgotten items is not cricket.

6. Be smart. Learn the rules of the "express line." Usually, it's the number of items, not the number of pieces that count. In most stores six loaves of bread and eight cans of soup are two items.

7. Be cooperative. Place merchandise on the counter so the cashier can see prices. Keep "two for" items together.

8. Be ethical. Don't ask the store to redeem "cents off" coupons for items not a part of your purchases.

9. Be business-like. Have your money ready, so you don't delay the check-out line while you get a check cashed.

10. Be kind. If you take a cart to your car in the parking lot, wheel it back to the area designated for empty carts. Never take a cart off the store premises.

SUPERMARKET ETIQUETTE

HOW TO BE ABSOLUTELY HATEFUL IN 10 EASY STEPS

1. On a busy shopping day, take up two spaces in the parking lot.

2. Even if you can shop at any time of day or any day of the week---wait until 5:00 P.M. to do your week's shopping. Business people returning from work don't mind waiting till you're through.

3. Let the children race all over the store.

4. If you meet friends and decide to chat, don't move to one side. Stand in the middle of the aisle.

5. If you're in front of a shelf or showcase, don't let anyone else look too. After all, you got there first.

6. Leave your cart in the middle of the aisle and run off to get something you need. Someone else will move your cart out of the way.

7. Never get on the end of the check-out line---always push ahead of someone. If you're aggressive enough it might work.

8. Forget to have something weighed and hold up the whole check-out line while you go back to get this done.

9. When you reach the cashier, don't pull your empty cart to its proper place. Let the customer in back of you do it.

10. Be a cartnapper. Shopping carts only cost $30 apiece, minimum, and they'll never miss it.

The Gordon Family
Monthly Budget Plan

Estimated Income		Estimated Expenditures	
Income for one month	$390 00	Life Insurance & Savings	$40 00
		Food	85 00
		Clothing	40 00
		Household	105 00
		Transportation	40 00
		Health & Personal Care	30 00
		Recreation & Education	25 00
		Gifts & Contributions	25 00
Total	$390 00	Total	$390 00

CAREER DEVELOPMENT LEARNING UNIT

WHOLESALE & RETAIL
CONSUMER BUYING

TEST

I. Match the following:

a. Wholesaler	a. One who sells to consumer.
b. Consumer	b. One who buys goods in a large quantity from manufacturers and sells in small quantities to retail stores.
c. Distribution	c. One who eventually uses the goods.
d. Retailer	d. One who takes raw materials and makes the things consumers can use.
e. Manufacturer	e. The activity that brings goods that have been produced to those who use them.

II. A. Name three (3) retail stores and list as many items sold in each as you can.

B. Explain the work of a wholesaler.

C. When making a monthly budget, you should always consider what items? (Name 5)

D. Solve this problem:

Jane Adams went shopping Friday. She took $20.00 with her. At the drugstore she purchased a bottle of aspirin for 59¢ and a bottle of cough syrup for 89¢. Then she went to the department store where she purchased 3 pairs of nylon stockings at 99¢ and a pair of gloves for $4.98. She stopped at the supermarket where she spent $4.67. How much money did she have when she returned home?

E. Name 4 jobs a person might be hired for at a grocery store.

III. In the space below draw a picture of three (3) different ways of transporting goods from wholesaler to retailer.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Drug Use and Abuse

PARTICIPANTS: Level 4 - 31 students (average age - 9 years)
Teacher and Resource people.

TIME REQUIRED: 8 hours

CAREER CLUSTERS: Health

OBJECTIVES:

1. The student will be able to write the definition of a drug. (Any substance that causes a chemical change in your body.)

2. The student will be able to list 5 drugs that are harmful and 4 medicinal drugs.

3. The student will be able to list three jobs associated with drug use and abuse. (doctor, druggist, chemist, policeman, social worker, mortician)

ACTIVITIES SEQUENCE:

1. Have school nurse come in and talk to the students about the effects of drugs.

2. Cut out pictures of drugs from magazines.

3. Make a bulletin board display showing harmful and medicinal drugs.

4. Have resource people come in and talk to the students; such as pharmacist, doctor, nurse, narcotic agent, policeman, social workers, therapists, etc.

5. Interview your parents about how they feel about drugs and write it up as a newspaper article.

6. List all the drugs you can find around your house with the help of a parent or older brother or sister.

7. Role play different situations such as patient getting prescription filled at the drug store, or a nurse informing students about drugs.

CORRELATION WITH OTHER DISCIPLINES:

Language Arts

Writing news article after interviewing parents about their views on drugs.
Learning new vocabulary.

Art

Make bulletin board of various pictures of drugs.

Social Living

Discuss use of drugs and relationship to society.

Science

Explore role of scientists and researchers in development of drugs.

Mathematics

Explore mathematics necessary to perform jobs associated with drugs and drug abuse.

EVALUATION:

Written test measuring objectives of unit.

CAREER DEVELOPMENT LEARNING UNIT

UNIT TITLE: Living Things at the Seashore

PARTICIPANTS: Level 4 - 30 students
(Average age - 9 years)

TIME REQUIRED: 2 to 3 weeks (20 hours)

CAREER CLUSTERS: Marine Science

OBJECTIVES:

1. The student will be able to name living things at the seashore.
2. The student will be able to describe the seashore as a place of change and unrest.
3. The student will be able to identify the spring and neap tides.
4. The student will be able to identify Invertebrates and Vertebrates.
5. The student will be able to identify Mollusks - (bivalves, univalves)
6. The student will be able to name animals of the seashore which are good to eat.
7. The student will be able to demonstrate how to tell the age of an oyster or clam.

ACTIVITIES SEQUENCE:

1. Field trip to the seashore - Rehoboth Bay, Dewey Beach.
2. Trip to Nature Trail - Cape Henlopen.
3. Make a crab pot - Explore occupations of fisherman, oyster shucker, crabber, clammer.
4. Mount seashells and identify.
5. Display seine - Mount shells on it.
6. Plan a trip to Marine Biology Lab.
7. Make a lighthouse.

Living Things at the Seashore (continued)

CORRELATION WITH OTHER DISCIPLINES

Language Arts

Creative Writing - (1) Trip to Marine Lab, and (2) Trip to Dewey Beach.

EVALUATION TECHNIQUES

Test will follow.

SCIENCE

Problems in Matching

Match the phrase you think best defines the word by placing the number of your choice in the blank provided.

_____ tides	1. two times of high water and two times of low water
_____ seashore	2. a group of soft bodied animals, some of which have a shell
_____ tidal day	3. a very unusual fish
_____ neap tides	4. the regular rising and falling of water along the seashore.
_____ mollusk	5. extra high tides
_____ sea horse	6. tides that occur when the sun and moon are pulling against one another
_____ spring tide	7. a purple and reddish brown seaweed
_____ sea anemone	8. an animal of the sea that looks like a flower
_____ Irish Moss	9. a kind of a mollusk such as a snail
_____ univalve	10. the land along the coast that is not covered by water during a low tide

MAKE the Right Choice

Circle or underline the word or phrase you think best completes the sentence:

1. The mollusks with two parts to their shells are called...

   (a) bivalves (b) pearls (c) snail (d) univalves

2. The mollusks with only one part to their shells are called...

   (a) bivalves (b) pearls (c) clams (d) univalves

3. The regular rising and falling of the sea is called...

   (a) spring tides (b) tides (c) neap tides (d) tidal day

4. The earth turns on its axis once every ....

   (a) 12 hours (b) 36 hours (c) 2 hours (d) 48 hours

5. The sea horse is really a ...

   (a) horse (b) fish (c) cow (d) camel

6. A very pretty gem is found in some oysters. It is called a...

   (a) pearl (b) ruby (c) diamond (d) jade

7. A bird commonly found along the seashore is the ...

   (a) pidgeon (b) road runner (c) robin (d) gull

8. A snail which has a long tongue with 4000 teeth on it is the...

   (a) moon snail (b) welk (c) periwinkle (d) mollusk

9. Two times of high water and two times of low water make a ...

   (a) spring tide (b) tide (c) neap tide (d) tidal day

10. Many animals of the seashore do not move around. However, they always seem to have plenty to eat because...

    (a) the tides bring their food to them (b) they do not need food (c) they make their own food (d) none of these

True or false?

Write TRUE after the sentence if you think the statement is correct. Write FALSE after the statement if it is incorrect and indicate what word you would substitute to make the statement true.

1. Three times each month the sun and moon pull together to form extra high tides.

2. The moon and the sun cause tides.

3. The starfish walks on its legs.

4. Most crabs live in the desert.

5. Irish Moss helps some sea animals protect themselves from other animals.

DELAWARE'S OCCUPATIONAL-VOCATIONAL MODEL

CAREER DEVELOPMENT LEARNING UNIT

TITLE: Candlemaking

PARTICIPANTS: Joann Fischer - 4
Kathy Razzano - EMR

TIME: 9 hours required: 1 hour per day
41 students

CAREER CLUSTERS:

Business and Office
Marketing and Distribution
Communications and Media
Transportation
Health
Consumer and Homemaking
Construction
Manufacturing
Public Services
Hospitality and Recreation
Fine Arts and Humanities

OBJECTIVES:

1. Each student will be assigned a specific occupation role and be able to discuss the job requirements with the teacher.

2. Given a sheet of job descriptions, the student will be able to circle the correct job descriptions for each occupation.

3. The student will identify the materials used in making candles by scoring at least 80% on a teacher made pre-test.

4. The student will be able to write a short story explaining the importance of candles during pioneer days.

5. The student will observe the changing of solids into liquids and liquids into solids.

6. The student will observe that liquid takes the shape of its container.

PROCEDURES - ACTIVITY SEQUENCE:

Materials

Wax
Scents
Dyes
Wicks
6 prong ice pick
Hot plate
Large pots
Cardboard box
Tin cans
Pot holders
Pitchers
Mold release

Candlemaking (continued)

Pre-test: See attached sheet.

Activity:

Administer Pre-Test.

Assign particular jobs or responsibilities and discuss.

Set up rules to follow during candlemaking.

Schedule resource person to come in and review steps with kids in candlemaking.

Kids operate assembly line.

Distribute product and give post-test.

Correlated Activities:

Math
Measure of wicks
Measure of dye and scent
Estimating amounts of wax, dye, scent.

Science
Solid to liquid to solid
Liquid shape of container

Social Studies
Candle uses in pioneer days
Helping of other people (convalescent home)

Language Arts
News articles
Individual stories
Speeches describing job duties
Papers on job responsibilities

Art
Clay candle holders

Resource people: Mr. Houston (Candlemaker)
Mrs. Golde (Teacher's Aide, Candlemaking hobbyist)

Field trips: Selected students to deliver candles to convalescent home.

Post-test: Oral (See attached sheet)

CANDLEMAKING

JOB DESCRIPTIONS

Bookkeeping Clerk - Records amount of product made.

Messenger - Delivers messages.

Stock boy - Arranges products on shelves.

News Reporter - Writes news articles.

Truck Driver - Delivers products.

Practical Nurse -
Medical Assistant Helps with first aide.

Housewife - Buys finished product.

Carpenter - Builds things from wood.

Molder - Shapes product.

Fireman - Checks for fire hazard.

Teacher - Trains workers.

Tour Guide - Explains activities to visitors.

Writer - Writes short stories.

Sculptor - Shapes products from clay.

Art Dealer - Sells finished products.

Custodian - Cleans up afterwards.

CANDLEMAKING TEST

This test is used as both pre-test and post-test. It is to be given orally.

1. A bookkeeping clerk:

   a) trains workers
   b) writes short stories
   c) records amount of products made

2. A messenger:

   a) builds things from wood
   b) delivers messages
   c) writes news articles

3. A stock boy:

   a) arranges products on shelves.
   b) shapes products
   c) sells finished product

4. A news reporter:

   a) cleans up afterwards
   b) writes news articles
   c) delivers messages

5. A truck driver:

   a) helps with first aide
   b) shapes product
   c) delivers product

6. A practical nurse:

   a) cleans up afterwards
   b) helps with first aide
   c) writes short stories

7. A housewife:
   a) buys finished product
   b) shapes product
   c) delivers product

8. A carpenter:
   a) delivers messages
   b) trains workers
   c) builds things from wood

Candlemaking Test (continued)

9. A molder:

   a) shapes product
   b) checks for fire
   c) arranges products on shelf

10. A fireman:

   a) cleans up afterwards
   b) explains activities to visitors
   c) checks for fire hazard

11. A teacher:

   a) writes short stories
   b) trains workers
   c) delivers messages

12. A tour guide:

   a) shapes product
   b) shapes products from clay
   c) explains activities to visitors

13. A writer:

   a) writes short stories
   b) sells finished products
   c) shapes products

14. A sculptor:

   a) records amount of product made
   b) shapes products from clay
   c) buys finished products

15. An art dealer:

   a) sells finished products
   b) delivers products
   c) delivers messages

16. A custodian:

   a) checks for fire
   b) cleans up afterwards
   c) trains workers

CAREER DEVELOPMENT LEARNING UNIT

TITLE: Classroom Store

PARTICIPANTS: Learning Disabilities Teacher
Level 4 Teacher and students

TIME REQUIRED: 20 hours

CAREER CLUSTERS: Business & Office
Marketing & Distribution
Construction

OBJECTIVES:

1. The student will be motivated to accomplish a task. Evidence of motivation will consist of the teacher's observation of student eagerness, cooperation, physical activity, and conversation with teacher and classmates.

2. The student will identify selected careers offered in the areas of marketing and distribution. The student will score at least 80% on the written test administered at the end of this unit. (test is attached)

3. The student will demonstrate his ability to organize by arranging the items to be sold in sequence according to their approximate monitary value. Evidence of ability to organize will be the teacher's observation of classroom activity.

4. The student will use mathematics in the operation of the store. The store will be organized so that a student will be required to add, subtract, multiply, and divide when performing the jobs of manager, cashier, purchasing agent, and shelf stocker.

ACTIVITIES SEQUENCE:

1. The teacher made test will be administered before the activity begins. (If 80% of the students score 80% or better, the activity will not be necessary) (Sample teacher-made tests attached)

2. Tools and materials will be collected to build the store counters. A list of supplies needed and plans for the store shelf and counter modules are attached.

3. After reviewing the plans, the teacher will devise a plan of procedure for assembling the shelf and counter module.

4. Students will construct the store.

5. The items will be organized for sale and prices determined and posted.

6. Tokens or points will be given in school subject areas for satisfactory performance.

7. Job interviews will be set-up and students will be hired for the jobs in the store.

8. A store manager will visit the class to explain the operation of his store or the class will visit a retail store to observe activities first hand. Students will prepare questions beforehand to ask resource people. Examples: What are the various jobs in your store? What are the hours of work? What is the pay? What are the requirements needed to work in your store?

CORRELATION WITH OTHER DISCIPLINES:

Language Arts

Communications skills will be stressed during employment interview.

Social Living

Economic system of free enterprise and worker roles is studied.

Mathematics

Measuring and computing necessary to construct store.

EVALUATION TECHNIQUES:

Teacher observation for evidence of motivation and ability to organize. Written test to determine student awareness of selected careers.

SAMPLE TEST

INSTRUCTIONS: Circle The Best Answer

1. Which tool would a shelf stocker use?

   1. price stamp
   2. power saw
   3. cash register
   4. typewriter

2. Which item would a cashier use?

   1. hammer
   2. typewriter
   3. cash register
   4. power saw

3. Which tool would a secretary use?

   1. cash register
   2. typewriter
   3. power saw
   4. hand truck

4. Which item would a bookkeeper produce?

   1. profit statement
   2. shelves
   3. display
   4. advertising copy

5. Which tool would a manager use?

   1. hammer
   2. shovel
   3. power saw
   4. telephone

6. Which item would a sales clerk need to finish his work?

   1. price ticket
   2. hammer
   3. power saw
   4. typewriter

7 - 10. Check the names of those jobs usually found in a store.

____ carpenter

____ cashier

____ plumber

____ shelf stocker

____ manager

____ builder

____ sales clerk

10 - 13. Circle the job on each line that is usually paid more.

shelf stocker or manager

cashier or shelf stocker

secretary or manager

bookkeeper or shelf stocker

14. Circle the job that requires the most training or experience.

sales clerk

secretary

cashier

shelf stocker

manager

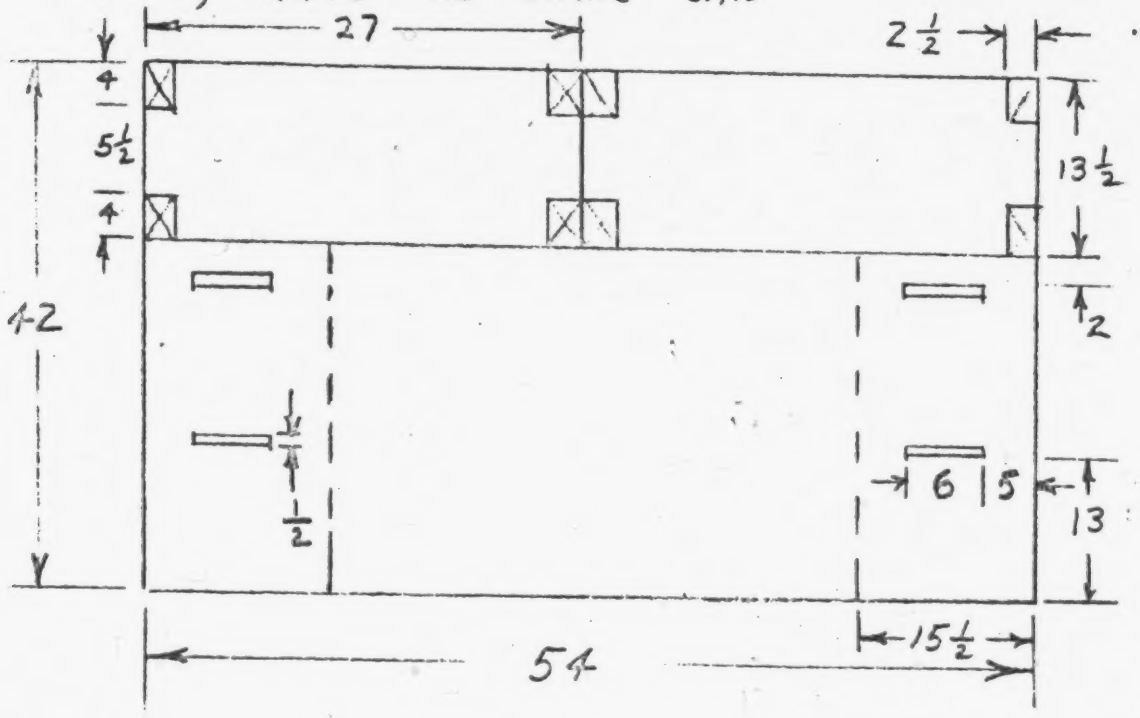
15. Circle the job you would most like to do.

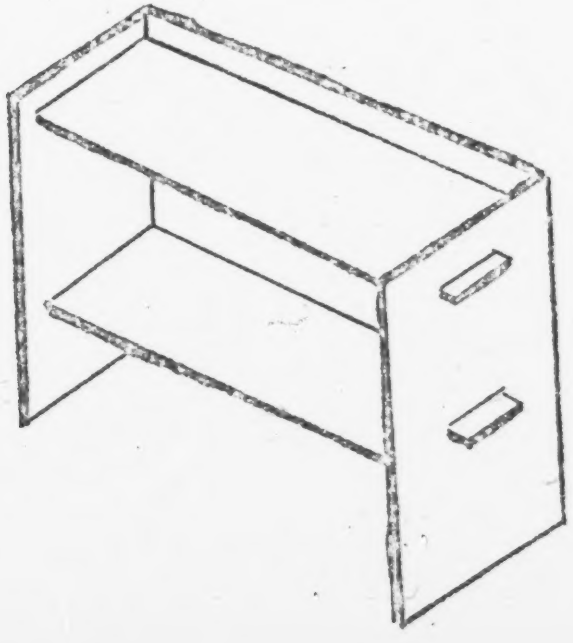
shelf stocker	cashier	secretary
sales clerk	manager	bookkeeper

SHELF & COUNTER MODULE

SUPPLIES

1 SHEET TRI-WALL CARDBOARD 42"x54", PENCIL, YARDSTICK OR MEASURING TAPE, PEN KNIFE OR UTILITY KNIFE, KEYHOLE OR COPING SAW





APPENDIX FOR
CAREER DEVELOPMENT LEARNING UNITS

Suggested General Equipment and Supplies
For Elementary Career Education Activities

Portable Elementary Workbench (1)	$200
Woodworking Vises, Clamp-On (4)	30
Panel Saw - 16" (1)	5
Hand Drill with Bits (1)	15
Screwdriver Assortment (1)	12
Claw Hammers, 7 oz. (4)	12
Try-Square - 6" (4)	12
Zig-Zag Rule (4)	6
Slip Joint Pliers (2)	3
Assorted Wood Files with Handles (1)	15
Adjustable Wrench - 6" (1)	3
C-Clamps - 6" (4)	20
Coping Saw (4)	5
Utility Knife (1)	2
Block Plane (2)	6
Brace and Auger Bit Set (1)	25
Staple Gun (1)	10
Miter Box (1)	10
Scratch Awl (2)	2
Hobby Knife Set (1)	5
White Glue (6)	6
Abrasive Paper - coarse, medium, fine (1 pkg.ea.)	30
Assortment of Nails, Screws, Bolts	30
Plastic Cabinet for Storing Fasteners	5
Paint Brushes - 1/2",1",2"	10
Assortment of Tri-Wall Cardboard, Plywood, Masonite, and Lumber	30
Assortment of Latex Flat Wall Paint	10
Optional	
Portable Electric Drill	15
Portable Electric Sander	15
Portable Electric Jig Saw	20
Total Approximate Cost ----------	$569